

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher Information

	<p>Text: Superkids Reading Program, Second Grade</p> <p>First Semester: <i>The Superkids Hit Second Grade</i> Whole Class Teacher’s Guide, Warm-up Unit (review of letter-sound associations, decoding, encoding, and writing skills taught in Superkids First Grade) Whole Class Teacher’s Guides, Units 1–8 (one guide per unit) SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i> SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i></p> <p>Second Semester: <i>The Superkids Take Off</i> Whole Class Teacher’s Guides, Units 9–16 (one guide per unit) SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i> SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i></p> <p>Used Throughout Second Grade <i>Superkids Skill-Building Book</i> Book Club Teacher’s Guide 1, Books 1–4 (small-group guided reading, Easy level) Book Club Teacher’s Guide 2, Books 5–8 (small-group guided reading, Easy level and On-level) Book Club Teacher’s Guide 3, Books 9–12 (small-group guided reading, On-level and Challenging level) Book Club Teacher’s Guide 4, Books 13–16 (small-group guided reading, Challenging level)</p> <p>Publisher: Zaner-Bloser, Inc.</p> <p>Copyright date: 2017</p>
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STANDARD	CORRELATION Page numbers are listed for each component.
<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).</p>	<p>Whole Class Teacher’s Guide, Warm-up Unit: 13, 21, 28, 35, 52, 55, 58, 60, 66, 68, 71, 75, 84 Whole Class Teacher’s Guide, Unit 1: 11, 15, 27, 29, 32, 35, 54, 59–60, 64–65, 70, 72, 75, 78, 86 Whole Class Teacher’s Guide, Unit 2: 10, 15, 19, 27–29, 32, 35, 37, 45, 47–48, 57, 63, 80, 96 Whole Class Teacher’s Guide, Unit 3: 9, 14, 17, 18, 25, 30, 33, 35, 44, 54, 59, 62, 69, 71, 74, 78–79, 83 Whole Class Teacher’s Guide, Unit 4: 10, 14, 18–19, 26, 31, 36, 40, 44–46, 55, 60, 63, 72–74, 77, 86, 90 Whole Class Teacher’s Guide, Unit 5: 10, 12, 16, 20, 28, 33, 36, 42, 76, 81, 84, 90 Whole Class Teacher’s Guide, Unit 6: 10, 15, 19, 32, 35, 41, 47, 57, 59, 62, 67, 74, 78, 90 Whole Class Teacher’s Guide, Unit 7: 10, 16, 20, 24, 30, 36, 39, 45, 49, 62, 64, 67, 79, 85, 94, 97 Whole Class Teacher’s Guide, Unit 8: 15, 19, 29, 32, 37, 41, 46–47, 56, 58, 61, 71, 75, 84, 88 Whole Class Teacher’s Guide, Unit 9: 10, 16, 32, 38, 40, 47, 63, 69, 72, 82, 88, 96</p>

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	<p>Whole Class Teacher’s Guide, Unit 10: 11, 14–15, 18, 23, 32–34, 37, 40, 43, 64, 70, 79–80, 83, 86–87, 89, 99, 103</p> <p>Whole Class Teacher’s Guide, Unit 11: 9, 15, 31, 33, 36, 44, 47, 56, 59, 62, 64, 67, 72, 78, 80, 88–90</p> <p>Whole Class Teacher’s Guide, Unit 12: 10–11, 14, 18, 31, 39, 43, 54, 59, 69, 73, 76, 78, 82, 87–88</p> <p>Whole Class Teacher’s Guide, Unit 13: 9–11, 14, 17, 24, 28, 30, 38–40, 48, 53, 55, 62, 66, 68, 73, 77</p> <p>Whole Class Teacher’s Guide, Unit 14: 10, 14, 18, 26, 28, 31, 34, 36, 40, 44–46, 55, 60, 63, 70, 75, 78, 87</p> <p>Whole Class Teacher’s Guide, Unit 15: 9, 14, 17, 23–25, 28, 30, 38, 48, 52, 54, 56, 61, 63, 66, 69–70, 77</p> <p>Whole Class Teacher’s Guide, Unit 16: 11, 15, 19, 21, 28, 31, 36, 40, 44, 46, 56–57, 60, 63, 70, 74, 87</p> <p><i>Superkids Skill-Building Book: 235–238</i></p>
(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	

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<p>(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:</p>	
<p>(i) single letters (consonants and vowels);</p>	<p>Whole Class Teacher’s Guide, Warm-up Unit: 8–10, 14, 16–17, 22, 24–25, 29, 31, 38, 48–50, 56, 58, 61, 63–64, 66, 69, 71, 75, 80</p> <p>Whole Class Teacher’s Guide, Unit 1: 6</p> <p>Whole Class Teacher’s Guide, Unit 2: 63–64, 67, 69, 71, 78, 86</p> <p>Whole Class Teacher’s Guide, Unit 3: 22–23, 28</p> <p>Whole Class Teacher’s Guide, Unit 8: 22, 24, 47</p> <p>Whole Class Teacher’s Guide, Unit 11: 53–54, 60, 62, 70, 78, 84</p> <p>Whole Class Teacher’s Guide, Unit 12: 6</p> <p>Whole Class Teacher’s Guide, Unit 13: 6, 12, 20, 45, 51, 53, 58, 60, 70, 72</p> <p><i>Superkids Skill-Building Book:</i> 22–23, 55–58, 68, 70–72, 94–95, 101–102</p>
<p>(ii) consonant blends (e.g., thr, spl);</p>	<p>Whole Class Teacher’s Guide, Unit 3: 22–23</p> <p>Whole Class Teacher’s Guide, Unit 8: 6–7, 13, 22</p> <p>Whole Class Teacher’s Guide, Unit 14: 12</p>

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(iii) consonant digraphs (e.g., ng, ck, ph); and	<p>Whole Class Teacher’s Guide, Unit 1: 6–7, 32–33, 38, 51–52, 57, 65, 75, 82, 89</p> <p>Whole Class Teacher’s Guide, Unit 2: 6, 13, 32, 40</p> <p>Whole Class Teacher’s Guide, Unit 3: 22</p> <p>Whole Class Teacher’s Guide, Unit 7: 76–77, 83</p> <p>Whole Class Teacher’s Guide, Unit 9: 6–7, 14, 16–17, 26, 38, 44, 59</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 31</p> <p>Whole Class Teacher’s Guide, Unit 12: 6–7, 12, 14, 21, 36</p> <p>Whole Class Teacher’s Guide, Unit 14: 12</p>
(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 31–32, 55–56, 63, 64, 80</p> <p>Whole Class Teacher’s Guide, Unit 2: 53, 61, 63, 86, 88</p> <p>Whole Class Teacher’s Guide, Unit 3: 6, 28</p> <p>Whole Class Teacher’s Guide, Unit 4: 51, 58, 60, 66, 68</p> <p>Whole Class Teacher’s Guide, Unit 5: 6–7, 8, 14, 16, 24, 26, 33–35, 39, 41, 48, 53–54, 55, 61, 63–64, 65, 71, 73</p> <p>Whole Class Teacher’s Guide, Unit 6: 6–7, 13, 15, 22, 24, 30, 32, 38, 40, 48, 53, 83</p> <p>Whole Class Teacher’s Guide, Unit 7: 58–60, 65, 67–68, 74, 86–87, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 5, 68, 73, 81</p>

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	<p>Whole Class Teacher’s Guide, Unit 10: 6–8, 16, 18–19, 27, 37, 44, 59–61, 68, 70–71, 77, 105</p> <p>Whole Class Teacher’s Guide, Unit 13: 6–7, 12, 14, 20, 22, 26, 28, 32, 34, 40, 45, 46, 51, 53, 58, 60, 64, 70, 78</p> <p>Whole Class Teacher’s Guide, Unit 14: 51–52, 58, 60, 65, 73, 75, 80, 82, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 6–7, 12, 14, 19, 21, 26, 28, 32, 34, 40, 45, 50, 52, 57, 59, 64, 66, 71, 73, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 6, 13, 15, 21, 23, 29, 31, 37, 39, 47</p> <p><i>Superkids Skill-Building Book:</i> 67, 70–71</p>
(B) use common syllabication patterns to decode words including:	
(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 10, 11, 24, 25</p> <p>Whole Class Teacher’s Guide, Unit 2: 63, 69, 80, 86</p> <p>Whole Class Teacher’s Guide, Unit 3: 22–23, 28</p>
(ii) open syllable (CV) (e.g., ti-ger);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 14</p> <p>Whole Class Teacher’s Guide, Unit 1: 10, 16–17</p> <p>Whole Class Teacher’s Guide, Unit 2: 63, 64, 69, 80, 86</p> <p>Whole Class Teacher’s Guide, Unit 11: 53–54, 60, 62, 68, 91</p> <p>Whole Class Teacher’s Guide, Unit 13: 22</p>

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	<i>Superkids Skill-Building Book: 65, 67, 70–71</i>
(iii) final stable syllable (e.g., sta-tion, tum-ble);	<p>Whole Class Teacher’s Guide, Unit 2: 6, 13, 15, 22, 24 Whole Class Teacher’s Guide, Unit 8: 52–53, 59, 66, 73 Whole Class Teacher’s Guide, Unit 9: 59–61, 67, 86, 88, 97, 103 Whole Class Teacher’s Guide, Unit 13: 53, 58, 60, 70, 78 Whole Class Teacher’s Guide, Unit 14: 21, 26</p>
(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 17, 22, 24, 25, 49, 56, 63, 64, 72, 73, 78 Whole Class Teacher’s Guide, Unit 2: 6, 63, 64, 69, 71, 80, 86 Whole Class Teacher’s Guide, Unit 3: 20 Whole Class Teacher’s Guide, Unit 4: 29, 83 Whole Class Teacher’s Guide, Unit 5: 674, 87, 96 Whole Class Teacher’s Guide, Unit 6: 53–54, 60, 62, 68, 70, 83, 85 Whole Class Teacher’s Guide, Unit 14: 6–7, 14, 17, 21, 23, 31, 37, 39, 51–52, 58, 60, 65, 73, 75, 80, 82, 89 Whole Class Teacher’s Guide, Unit 15: 59, 64 Whole Class Teacher’s Guide, Unit 16: 13, 15, 29, 37, 47</p> <p><i>Superkids Skill-Building Book: 66</i></p>

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(v) r-controlled vowels (e.g., per-fect, cor-ner); and	<p>Whole Class Teacher’s Guide, Unit 4: 6–7, 12, 14, 20, 22–23, 29, 31, 37, 46, 51, 58, 60, 66, 68</p> <p>Whole Class Teacher’s Guide, Unit 5: 6</p> <p>Whole Class Teacher’s Guide, Unit 16: 52–53, 58, 60, 67, 72, 82, 89</p> <p><i>Superkids Skill-Building Book:</i> 68–69</p>
(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 31–32, 55–56, 63, 64, 80</p> <p>Whole Class Teacher’s Guide, Unit 2: 53, 61, 63, 86, 88</p> <p>Whole Class Teacher’s Guide, Unit 3: 6, 28</p> <p>Whole Class Teacher’s Guide, Unit 4: 51, 58, 60, 66, 68</p> <p>Whole Class Teacher’s Guide, Unit 5: 6–7, 8, 14, 16, 24, 26, 33–35, 39, 41, 48, 53–54, 55, 61, 63–64, 65, 71, 73</p> <p>Whole Class Teacher’s Guide, Unit 6: 6–7, 13, 15, 22, 24, 30, 32, 38, 40, 48, 53, 83</p> <p>Whole Class Teacher’s Guide, Unit 7: 58–60, 65, 67–68, 74, 86–87, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 5, 68, 73, 81</p> <p>Whole Class Teacher’s Guide, Unit 10: 6–8, 16, 18–19, 27, 37, 44, 59–61, 68, 70–71, 77, 105</p>

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	<p>Whole Class Teacher’s Guide, Unit 13: 6–7, 12, 14, 20, 22, 26, 28, 32, 34, 40, 45, 46, 51, 53, 58, 60, 64, 70, 78</p> <p>Whole Class Teacher’s Guide, Unit 14: 51–52, 58, 60, 65, 73, 75, 80, 82, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 6–7, 12, 14, 19, 21, 26, 28, 32, 34, 40, 45, 50, 52, 57, 59, 64, 66, 71, 73, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 6, 13, 15, 21, 23, 29, 31, 37, 39, 47</p> <p><i>Superkids Skill-Building Book:</i> 67, 70–71</p>
(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 16, 24, 29, 31, 36, 38, 43, 48–50, 53, 55–56, 61, 63, 66, 69, 71–73, 75, 78, 80, 87</p> <p>Whole Class Teacher’s Guide, Unit 1: 6–7, 13, 15–16, 19, 22, 24, 32–33, 51–52, 57, 59, 67, 75, 80, 89</p> <p>Whole Class Teacher’s Guide, Unit 2: 6–7, 15, 19, 22, 24, 27, 32, 35, 40, 53, 61, 63, 71, 80</p> <p>Whole Class Teacher’s Guide, Unit 3: 6–7, 12, 14–15, 20, 22, 30, 36, 50–52, 57, 59–60, 65, 67, 74–75, 80, 88</p> <p>Whole Class Teacher’s Guide, Unit 4: 6–7, 10, 14, 18, 20, 22, 26, 29, 31, 34, 37, 39, 46, 51–52, 55, 58, 60, 63, 66, 68–69, 75, 77, 80, 83, 85, 92</p>

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	<p>Whole Class Teacher’s Guide, Unit 5: 6–8, 14, 16, 20, 24, 26, 33, 39, 41, 48, 53–56, 63–65, 67, 73–74, 76, 81, 87, 89, 96</p> <p>Whole Class Teacher’s Guide, Unit 6: 6–7, 15, 19, 22, 24, 30, 32, 35, 40, 48, 53–54, 57, 62, 65, 68, 70, 78, 81, 83, 85, 92</p> <p>Whole Class Teacher’s Guide, Unit 7: 6–8, 14, 16–17, 20, 25, 27–28, 30, 36–37, 39, 42, 44, 53, 58–60, 65, 67–68, 70, 74, 76–77, 79, 83, 85–87, 89, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 6–7, 10, 15, 19, 22, 24, 30, 32, 35, 38, 40, 52–53, 56, 61, 64, 66, 68, 71, 73, 75, 78, 81, 83, 90</p> <p>Whole Class Teacher’s Guide, Unit 9: 6–8, 14, 16–17, 21, 26, 28, 38, 40, 44, 46, 54, 59–61, 63, 67, 69–70, 76, 78, 82, 88–89, 91, 93, 95, 103</p> <p>Whole Class Teacher’s Guide, Unit 10: 6–8, 11, 16, 18–19, 23, 27, 29, 37, 40, 44, 46, 54, 59–61, 64, 68, 70–71, 74, 77, 79, 89, 93, 96, 98, 105</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 18, 21, 23, 31, 33, 37, 39, 48, 53–54, 56, 62, 64, 68, 70, 78, 80, 84, 91</p> <p>Whole Class Teacher’s Guide, Unit 12: 6–7, 10, 14, 18, 21, 23, 31, 34, 36, 38, 45, 50–51, 54, 57, 59, 62, 64, 66, 69, 71, 73, 76, 79, 81, 89</p> <p>Whole Class Teacher’s Guide, Unit 13: 6–7, 9, 12, 14, 17, 22, 26, 28, 30, 32, 34, 40, 45–46, 48, 53, 55, 58, 60, 62, 64, 66, 68, 70, 73, 78</p>

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(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);	<p>Whole Class Teacher’s Guide, Unit 3: 14–15, 20, 22, 28, 31, 36, 38, 45, 50–51, 57, 59–60, 65, 67, 72, 74–75, 82, 88</p> <p>Whole Class Teacher’s Guide, Unit 4: 6, 68–69</p> <p>Whole Class Teacher’s Guide, Unit 5: 6, 31</p> <p>Whole Class Teacher’s Guide, Unit 7: 27–28, 34, 53, 58</p> <p>Whole Class Teacher’s Guide, Unit 8: 47, 52</p> <p>Whole Class Teacher’s Guide, Unit 9: 28–29, 36, 46, 54</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 21, 23, 31, 39, 53</p> <p>Whole Class Teacher’s Guide, Unit 12: 23, 26, 29, 36</p> <p>Whole Class Teacher’s Guide, Unit 14: 67, 73, 82</p> <p>Whole Class Teacher’s Guide, Unit 15: 6, 21, 23, 26, 34</p>

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	Whole Class Teacher’s Guide, Unit 16: 89 <i>Superkids Skill-Building Book:</i> 80–93, 101–102
(E) identify and read abbreviations (e.g., Mr., Ave.);	Whole Class Teacher’s Guide, Unit 1: 87 Whole Class Teacher’s Guide, Unit 5: 17 <i>Superkids Skill-Building Book:</i> 145
(F) identify and read contractions (e.g., haven't, it's);	Whole Class Teacher’s Guide, Unit 1: 67–68, 70, 73, 76, 83, 89 Whole Class Teacher’s Guide, Unit 3: 7 Whole Class Teacher’s Guide, Unit 9: 78–79, 86, 103 <i>Superkids Skill-Building Book:</i> 99–100
(G) identify and read at least 300 high-frequency words from a commonly used list; and	Whole Class Teacher’s Guide, Unit 1: 15–16, 68, 73, 83, 89 Whole Class Teacher’s Guide, Unit 2: 71, 78 Whole Class Teacher’s Guide, Unit 3: 6–7, 30 Whole Class Teacher’s Guide, Unit 4: 51, 58, 60, 66, 68, 77, 85 Whole Class Teacher’s Guide, Unit 5: 6–7, 14, 16, 26, 33, 39, 48, 53–55, 61, 63–65, 71, 73–74, 81, 89, 96

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	<p>Whole Class Teacher’s Guide, Unit 6: 6–7, 10, 13, 15, 22, 24, 32, 40, 48, 53–54, 60, 62, 68, 70, 78, 83, 85, 92</p> <p>Whole Class Teacher’s Guide, Unit 7: 6–7, 14, 16–17, 25, 27, 36–37, 42, 44, 58–59, 65, 67–68, 76–77, 83, 85, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 6–7, 13, 15, 22, 24, 30, 32, 38, 40, 52–53, 59, 61, 68, 73, 75, 81, 83</p> <p>Whole Class Teacher’s Guide, Unit 9: 6, 59–61, 67, 69–70, 76, 78, 88, 95</p> <p>Whole Class Teacher’s Guide, Unit 10: 6, 16, 18–19, 27, 29, 37, 46, 59–60, 68, 70–71, 77, 79, 89, 98</p> <p>Whole Class Teacher’s Guide, Unit 11: 6</p> <p>Whole Class Teacher’s Guide, Unit 14: 6–7, 21, 37, 39, 51, 60</p> <p>Whole Class Teacher’s Guide, Unit 15: 6, 9, 12, 14, 19, 21, 28, 34, 40, 45, 50, 52, 59, 66, 73</p> <p>Whole Class Teacher’s Guide, Unit 16: 6, 10, 13, 15, 21, 23, 31, 37, 39, 47, 52, 56, 60, 65, 67, 72, 74, 80, 82</p> <p><i>Superkids Skill-Building Book:</i> 68, 70–73, 107–109</p>
(H) monitor accuracy of decoding.	<p>Whole Class Teacher’s Guide, Warm-up Unit: 11–12, 18–19, 26, 33, 40, 51, 57, 65, 74, 82–83</p> <p>Whole Class Teacher’s Guide, Unit 1: 10, 17, 26, 34, 42, 53, 61, 69, 77, 84</p>

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	<p>Whole Class Teacher’s Guide, Unit 14: 8, 15, 24, 32, 40–41, 53, 61, 68, 76, 83–84</p> <p>Whole Class Teacher’s Guide, Unit 15: 8, 15, 22, 29, 35–36, 47, 53, 60, 67–68, 74–75</p> <p>Whole Class Teacher’s Guide, Unit 16: 8, 16, 24, 32, 40–41, 54, 61, 68, 75, 83–84</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3–28, 30–58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 3–34, 36–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 3–34, 36, 38–66, 68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 3–28, 30–56</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 2–78</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 2–89</p>
(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	

**English Textbook and Instructional Materials Correlation to the
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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	<p>Whole Class Teacher’s Guide, Unit 1: 17 Whole Class Teacher’s Guide, Unit 3: 16, 41 Whole Class Teacher’s Guide, Unit 5: 18, 74, 90 Whole Class Teacher’s Guide, Unit 7: 9, 28, 45, 60, 94–65 Whole Class Teacher’s Guide, Unit 8: 62 Whole Class Teacher’s Guide, Unit 9: 9, 18, 29, 39, 47, 62, 70, 79, 89, 96 Whole Class Teacher’s Guide, Unit 10: 9, 19, 38, 61, 71, 80, 90, 99 Whole Class Teacher’s Guide, Unit 11: 8, 16, 24, 32, 40, 55, 63, 85 Whole Class Teacher’s Guide, Unit 12: 24, 52 Whole Class Teacher’s Guide, Unit 13: 47, 61, 73 Whole Class Teacher’s Guide, Unit 14: 65, 31, 85 Whole Class Teacher’s Guide, Unit 16: 89</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 34–37, 39, 40, 43, 44, 47, 49, 50, 52 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 18, 20, 23, 31, 36, 37, 44, 63 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 3, 4, 12, 14, 21, 30, 33, 35 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 3, 4, 6, 7, 22, 24, 25, 26, 30, 34, 51, 52, 54</p>

**English Textbook and Instructional Materials Correlation to the
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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Book Club Teacher’s Guide 1, Books 1–4: 2, 4, 5, 7, 8, 9, 11, 12, 13, 23, 25, 27, 29, 31, 33, 35, 36, 37, 39, 41, 43, 45, 46, 47, 49, 50, 51, 53, 54, 60, 63, 65, 66, 67, 70, 71, 74, 75, 76, 7</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 16, 18, 22, 23, 25, 28, 30, 33, 34, 35, 37, 39, 41, 45, 47, 51, 53, 55, 56, 57, 58, 59, 61, 64, 65, 66, 68, 69, 71, 72, 73, 76, 78, 80, 81, 82, 83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 2, 4, 5, 6, 8, 9, 10, 13, 15, 17, 19, 21, 23, 25, 27, 30, 32, 34, 37, 39, 40, 41, 43, 46, 47, 48, 49, 51, 54, 55, 56, 58, 60, 61, 62, 63, 64, 71, 74, 74, 76, 78, 80, 82, 83, 84, 86, 87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 2, 5, 7, 9, 11, 14, 15, 16, 17, 19, 22, 24, 27, 29, 32, 34, 36, 37, 38, 40, 41, 42, 43, 44, 46, 47, 49, 51, 54, 57, 59, 61, 63, 64, 66, 69, 70, 71, 75, 77, 78, 80, 82, 84, 86, 88, 89, 90, 92, 94</p>
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	<p>Whole Class Teacher’s Guide, Warm-up Unit: 12, 18–19, 26, 33, 39–40, 51, 57, 65, 74, 81, 82–83</p> <p>Whole Class Teacher’s Guide, Unit 1: 10, 17, 26, 34, 41, 42, 53, 61, 69, 77, 84</p> <p>Whole Class Teacher’s Guide, Unit 2: 8, 16, 25, 32–33, 41–42, 55, 65, 72–73, 81, 89–90</p>

**English Textbook and Instructional Materials Correlation to the
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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 3: 8, 15–16, 24, 32, 39–40, 53, 61, 68, 76, 83–84</p> <p>Whole Class Teacher’s Guide, Unit 4: 8, 15, 24, 32, 40–41, 53, 61, 69–70, 78, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 5: 9, 18, 27, 34–35, 42–43, 56–57, 65–66, 74–75, 83, 90–91</p> <p>Whole Class Teacher’s Guide, Unit 6: 8, 16, 25, 33, 41–42, 55, 63, 71–72, 79, 87</p> <p>Whole Class Teacher’s Guide, Unit 7: 9, 17–18, 28–29, 37–38, 45–46, 60–61, 68–69, 77–78, 87–88, 94–95</p> <p>Whole Class Teacher’s Guide, Unit 8: 8, 16, 25, 33, 41–42, 54, 62, 69, 76, 84–85</p> <p>Whole Class Teacher’s Guide, Unit 9: 9, 18, 29–31, 39, 47–48, 62, 70–71, 79–81, 89–90, 96</p> <p>Whole Class Teacher’s Guide, Unit 10: 9, 19–20, 30, 47–48, 61–62, 71–72, 80–81, 90–91, 99–100</p> <p>Whole Class Teacher’s Guide, Unit 11: 8, 16, 24, 32, 40–41, 55, 63, 71, 79, 85–86</p> <p>Whole Class Teacher’s Guide, Unit 12: 8, 15, 24, 32, 39–40, 52, 60, 67, 74, 82–84</p> <p>Whole Class Teacher’s Guide, Unit 13: 8, 15, 23, 29, 35–36, 47, 54, 61, 67, 73–74</p> <p>Whole Class Teacher’s Guide, Unit 14: 8, 15, 24, 32, 40–41, 53, 61, 68, 76, 83–84</p>

**English Textbook and Instructional Materials Correlation to the
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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 15: 8, 15, 22, 29, 35–36, 47, 53, 60, 67–68, 74–75</p> <p>Whole Class Teacher’s Guide, Unit 16: 8, 16, 24, 32, 40–41, 54, 61, 68, 75, 83–84</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5, 7–14, 16–25, 27–28, 31–32, 35–39, 41–54, 56–57</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 5–21, 23–24, 26–30, 33–34, 37–47, 49–62, 65–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 5, 7–9, 11–15, 17–22, 24–31, 35–36, 42–44, 46–51, 53–64, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 7–8, 10–14, 16–25, 28, 34–36, 38–41, 43–48, 50–52, 56</p> <p>Superkids Skill-Building Book: 161–165, 167–174, 180</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 3–5, 7–9, 11–13, 16–18, 24–29, 31, 33, 35–41, 44–54, 61–68, 70–72, 74–77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 3–4, 6–9, 11–14, 16–18, 23–26, 28–31, 33–37, 39, 41–42, 46–53, 55–59, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 8–11, 13–23, 25–28, 30–38, 40–44, 46–49, 52–64, 72, 74–80, 82–84, 86–87</p>

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	Book Club Teacher’s Guide 4, Books 13–16: 3–17, 19–20, 22–25, 28–30, 32–38, 40–47, 50–52, 54–67, 69–72, 76–78, 80–90, 92–94
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	<p>Whole Class Teacher’s Guide, Warm-up Unit: 11–12, 18–19, 26–27, 33–34, 40–41, 50–51, 57–59, 65–67, 73–76, 82–85</p> <p>Whole Class Teacher’s Guide, Unit 1: 10–11, 19, 26–27, 34–35, 42, 44, 53–54, 61–62, 69–70, 77–78, 84, 86</p> <p>Whole Class Teacher’s Guide, Unit 2: 8–10, 16, 18–19, 25–27, 33–35, 42, 44–45, 55–57, 65–67, 73–75, 81–83, 89–90, 92–93</p> <p>Whole Class Teacher’s Guide, Unit 3: 8–9, 15–17, 24–25, 32–33, 39–40, 42, 53–54, 61–62, 68–69, 76–77, 84, 86</p> <p>Whole Class Teacher’s Guide, Unit 4: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 43–44, 53–55, 61–63, 69–72, 78–80, 86–87, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 5: 9–10, 18, 20, 27–28, 34–36, 42–43, 45, 56–58, 65–67, 74–76, 83–84, 90–91, 93</p> <p>Whole Class Teacher’s Guide, Unit 6: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 55–57, 63–65, 71–74, 79–81, 87, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 7: 9–10, 17–18, 20, 28–30, 37–39, 45–46, 49, 60–62, 68–70, 77–78, 87–89, 94–95, 97</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 8: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 44–45, 54–56, 62–64, 69–71, 76–78, 84–85, 87–88</p> <p>Whole Class Teacher’s Guide, Unit 9: 9–10, 18, 21, 29–32, 39–40, 47–48, 50, 62–63, 70–72, 79–82, 89–91, 96–97, 100</p> <p>Whole Class Teacher’s Guide, Unit 10: 9–11, 19–20, 22–23, 30–32, 38–40, 47–48, 50–51, 61–64, 71–74, 80–83, 90–93, 99–100, 102–103</p> <p>Whole Class Teacher’s Guide, Unit 11: 8–9, 16, 18, 24–25, 32–33, 40–41, 44, 55–56, 63–64, 71–72, 79–80, 85–86, 88–90</p> <p>Whole Class Teacher’s Guide, Unit 12: 8–10, 15, 17–18, 24–26, 32–34, 39–40, 42–45, 52–54, 60–62, 67–69, 74–76, 82–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 13: 8–9, 15, 17, 23–24, 29–30, 35–36, 38, 47–48, 54–55, 61–62, 67–68, 73–74, 76</p> <p>Whole Class Teacher’s Guide, Unit 14: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 53–55, 61–63, 68–70, 76–78, 83–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 15: 8–9, 15, 17, 22–23, 29–30, 35–36, 38, 47–48, 53–54, 60–61, 67–69, 74–75, 77</p> <p>Whole Class Teacher’s Guide, Unit 16: 8–10, 16, 18–19, 24–26, 32–34, 40–41, 43–44, 54–56, 61–63, 68–70, 75–77, 83–84, 86–87</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 5–11, 13–20, 22–23, 25–28, 31–33, 35–36, 38–39, 41, 43–45, 47–49, 51–53, 58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 4–8, 10–11, 13, 15, 17–18, 20–21, 23, 26–27, 29, 31–34, 37–41, 43–44, 46–47, 49–51, 53–54, 56, 58, 60–61, 63–65, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 5–8, 11–12, 14–15, 17–18, 20–21, 24–25, 27–28, 30, 33–36, 40–43, 46–48, 50–51, 53, 55, 57–58, 60–61, 63, 65–68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 5–8, 10–14, 16, 18–19, 21–22, 24–28, 32–35, 38–41, 43–45, 47–48, 50–52, 54–56</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 2–5, 7–9, 11–13, 16–18, 23–29, 31, 33, 35–41, 43–54, 61–63, 65–68, 70–72, 74–77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–4, 6–9, 11–14, 16–18, 23–26, 28–31, 33–37, 39–42, 46–53, 55–59, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 8–11, 13–23, 25–28, 30–38, 40–44, 46–49, 52–64, 72, 74–80, 82–84, 86–87</p>

**English Textbook and Instructional Materials Correlation to the
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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	Book Club Teacher’s Guide 4, Books 13–16: 3–17, 19–20, 22–25, 27–30, 32–47, 49–52, 54–67, 69–72, 75–78, 80–86, 88–90, 92–94
(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<p>Whole Class Teacher’s Guide, Warm-up Unit: 11–12, 18–19, 26–27, 33–34, 40–41, 50–51, 57–59, 65–67, 73–76, 82–85, 86</p> <p>Whole Class Teacher’s Guide, Unit 1: 10–11, 19, 26–27, 34–35, 42, 44, 53–54, 61–62, 69–70, 77–78, 84, 86</p> <p>Whole Class Teacher’s Guide, Unit 2: 8–10, 16, 18–19, 25–27, 33–35, 42, 44–45, 55–57, 65–67, 73–75, 81–83, 89–90, 92–93, 95</p> <p>Whole Class Teacher’s Guide, Unit 3: 8–9, 15–17, 24–25, 32–33, 39–40, 42, 53–54, 61–62, 68–69, 76–77, 84, 86</p> <p>Whole Class Teacher’s Guide, Unit 4: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 43–44, 53–55, 61–63, 69–72, 78–80, 86–87, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 5: 9–10, 18, 20, 27–28, 34–36, 42–43, 45, 47, 56–58, 65–67, 74–76, 83–84, 90–91, 93, 95</p> <p>Whole Class Teacher’s Guide, Unit 6: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 55–57, 63–65, 71–74, 79–81, 87, 89–91</p> <p>Whole Class Teacher’s Guide, Unit 7: 9–10, 17–18, 20, 28–30, 37–39, 45–46, 60–62, 68–70, 77–78, 87–90, 94–95, 97–98</p>

**English Textbook and Instructional Materials Correlation to the
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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 8: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 44–45, 54–56, 62–64, 69–71, 76–78, 84–85, 87–89</p> <p>Whole Class Teacher’s Guide, Unit 9: 9–10, 18, 21, 29–32, 39–40, 47–48, 50, 62–63, 70–72, 79–82, 89–91, 96–97, 100–102</p> <p>Whole Class Teacher’s Guide, Unit 10: 9–11, 19–20, 22–23, 30–32, 38–40, 47–48, 50–51, 61–64, 71–74, 80–83, 90–93, 99–100, 102–103</p> <p>Whole Class Teacher’s Guide, Unit 11: 8–9, 16, 18, 24–25, 32–33, 40–41, 44, 55–56, 63–64, 71–72, 79–80, 85–86, 88</p> <p>Whole Class Teacher’s Guide, Unit 12: 8–10, 15, 17–18, 24–26, 32–34, 39–40, 42–43, 52–54, 60–62, 67–69, 74–76, 82–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 13: 8–9, 15, 17, 23–24, 29–30, 35–36, 38, 47–48, 54–55, 58, 61–62, 67–68, 73–74, 76</p> <p>Whole Class Teacher’s Guide, Unit 14: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 53–55, 61–63, 68–70, 76–78, 83–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 15: 8–9, 15, 17, 22–23, 29–30, 35–36, 38, 47–48, 53–54, 60–61, 67–69, 74–75, 77</p> <p>Whole Class Teacher’s Guide, Unit 16: 8–10, 16, 18–19, 24–26, 32–34, 40–41, 43–44, 54–56, 61–63, 68–70, 75–77, 83–84, 86–88</p>

**English Textbook and Instructional Materials Correlation to the
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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 5–11, 13–20, 22–23, 25–28, 31–33, 35–36, 38–39, 41, 43–45, 47–49, 51–53, 58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 4–8, 10–11, 13, 15, 17–18, 20–21, 23, 26–27, 29, 31–34, 37–41, 43–44, 46–47, 49–51, 53–54, 56, 58, 60–61, 63–65, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 5–8, 11–12, 14–15, 17–18, 20–21, 24–25, 27–28, 30, 33–36, 40–43, 46–48, 50–51, 53, 55, 57–58, 60–61, 63, 65–68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 5–8, 10–14, 16, 18–19, 21–22, 24–28, 32–35, 38–41, 43–45, 47–48, 50–52, 54–56</p> <p><i>Superkids Skill-Building Book</i>: 112–118</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 2–5, 7–9, 11–13, 16–18, 23–29, 31, 33, 35–41, 43–54, 61–63, 65–68, 70–72, 74–77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–4, 6–9, 11–14, 16–18, 23–26, 28–31, 33–37, 39–42, 46–53, 55–59, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 8–11, 13–23, 25–28, 30–38, 40–44, 46–49, 52–64, 72, 74–80, 82–84, 86–87</p>

**English Textbook and Instructional Materials Correlation to the
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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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	Book Club Teacher’s Guide 4, Books 13–16: 3–17, 19–20, 22–25, 27–30, 32–47, 49–52, 54–67, 69–72, 75–78, 80–86, 88–90, 92–94
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);	<p>Whole Class Teacher’s Guide, Unit 3: 14–15, 20, 22, 28, 31, 36, 38, 45, 50–51, 57, 59–60, 65, 67, 72, 74–75, 82, 88</p> <p>Whole Class Teacher’s Guide, Unit 4: 6, 68–69</p> <p>Whole Class Teacher’s Guide, Unit 5: 6, 31</p> <p>Whole Class Teacher’s Guide, Unit 7: 27–28, 30, 34, 39, 53, 58</p> <p>Whole Class Teacher’s Guide, Unit 8: 47, 52</p> <p>Whole Class Teacher’s Guide, Unit 9: 28–29, 36, 46, 54</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 21, 23, 31, 39, 53</p> <p>Whole Class Teacher’s Guide, Unit 12: 23, 26, 29, 36</p> <p>Whole Class Teacher’s Guide, Unit 14: 67, 73, 82</p> <p>Whole Class Teacher’s Guide, Unit 15: 6, 21, 23, 26, 34</p> <p>Whole Class Teacher’s Guide, Unit 16: 89</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 49</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<i>Superkids Skill-Building Book</i> : 80–81, 90–93, 101–102
(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	<p>Whole Class Teacher’s Guide, Warm-up Unit: 87 Whole Class Teacher’s Guide, Unit 1: 61, 76, 80 Whole Class Teacher’s Guide, Unit 2: 55 Whole Class Teacher’s Guide, Unit 5: 82, 87 Whole Class Teacher’s Guide, Unit 6: 10, 19, 38 Whole Class Teacher’s Guide, Unit 7: 18 Whole Class Teacher’s Guide, Unit 9: 17, 26 Whole Class Teacher’s Guide, Unit 10: 20, 96 Whole Class Teacher’s Guide, Unit 11: 16 Whole Class Teacher’s Guide, Unit 12: 8, 32 Whole Class Teacher’s Guide, Unit 13: 22, 26 Whole Class Teacher’s Guide, Unit 14: 80 Whole Class Teacher’s Guide, Unit 15: 47, 59, 64 Whole Class Teacher’s Guide, Unit 16: 21, 23, 29, 32, 37, 41</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 11–12, 14 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 11, 17, 21, 24, 30, 54, 57–58 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 13, 15, 17, 19–20, 44</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p><i>Superkids Skill-Building Book: 140–143, 148–149</i></p> <p>Book Club Teacher’s Guide 1, Books 1–4: 26 Book Club Teacher’s Guide 2, Books 5–8: 33, 48, 50, 66 Book Club Teacher’s Guide 3, Books 9–12: 14, 57, 67–68 Book Club Teacher’s Guide 4, Books 13–16: 30–31, 62, 67–68</p>
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	<p>Whole Class Teacher’s Guide, Unit 1: 35, 38, 43 Whole Class Teacher’s Guide, Unit 6: 70, 71, 74, 76, 81 Whole Class Teacher’s Guide, Unit 7: 68 Whole Class Teacher’s Guide, Unit 9: 28 Whole Class Teacher’s Guide, Unit 10: 54 Whole Class Teacher’s Guide, Unit 11: 48, 91 Whole Class Teacher’s Guide, Unit 13: 70 Whole Class Teacher’s Guide, Unit 14: 31, 65, 85 Whole Class Teacher’s Guide, Unit 16: 89</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 15 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 55</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 9–11, 45</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 26–27, 52 Book Club Teacher’s Guide 3, Books 9–12: 59 Book Club Teacher’s Guide 4, Books 13–16: 79</p> <p><i>Superkids Skill-Building Book: 137–138, 139–140</i></p>
(D) alphabetize a series of words and use a dictionary or a glossary to find words.	<p>Whole Class Teacher’s Guide, Unit 1: 71–72 Whole Class Teacher’s Guide, Unit 7: 85–86</p> <p><i>Superkids Skill-Building Book: 151–154</i></p> <p>Book Club Teacher’s Guide 1, Books 1–4: 46 Book Club Teacher’s Guide 3, Books 9–12: 29</p>
(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and	<p>Whole Class Teacher’s Guide, Unit 1: 69 Whole Class Teacher’s Guide, Unit 2: 41, 89</p>

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	<p>Whole Class Teacher’s Guide, Unit 3: 25, 39, 83 Whole Class Teacher’s Guide, Unit 4: 40, 86 Whole Class Teacher’s Guide, Unit 5: 42, 90 Whole Class Teacher’s Guide, Unit 6: 41, 86 Whole Class Teacher’s Guide, Unit 7: 45, 94 Whole Class Teacher’s Guide, Unit 8: 41, 84 Whole Class Teacher’s Guide, Unit 9: 47, 96 Whole Class Teacher’s Guide, Unit 10: 47, 99 Whole Class Teacher’s Guide, Unit 11: 32, 40, 85 Whole Class Teacher’s Guide, Unit 12: 39, 82 Whole Class Teacher’s Guide, Unit 13: 35, 47, 73 Whole Class Teacher’s Guide, Unit 14: 40, 83 Whole Class Teacher’s Guide, Unit 15: 35, 74 Whole Class Teacher’s Guide, Unit 16: 40, 83</p> <p><i>Superkids Skill-Building Book:</i> 177–178, 180</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 8, 17, 20–21, 25–29, 31, 33, 36, 45–46, 52–53–54, 56, 71–75 Book Club Teacher’s Guide 2, Books 5–8: 7–8, 11, 13–14, 16, 19–20, 24, 26, 29–30, 33–37, 39, 41–42, 46, 48–50, 55–57, 59, 61, 65, 69, 71–74, 76–77, 80</p>

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	<p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 9, 11, 14–15, 18–19, 22–23, 26, 28, 31–32, 34–38, 40–44, 46, 54, 57, 60, 70, 72, 76, 78–80, 82, 84, 87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 3, 5, 8, 11–13, 15–17, 20, 23–24, 28, 32, 34, 36–38, 40–42, 44, 46–47, 50, 52, 54–57, 59, 62–66, 69–70, 72, 77, 80–81, 85, 88, 93</p>
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	<p>Book Club Teacher’s Guide 1, Books 1–4: 42–57</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 45, 54</p>
(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.	<p>Whole Class Teacher’s Guide, Unit 1: 86</p> <p>Whole Class Teacher’s Guide, Unit 2: 55</p> <p>Whole Class Teacher’s Guide, Unit 5: 11, 21</p> <p>Whole Class Teacher’s Guide, Unit 9: 11–13, 22–24, 33–34, 41–43, 64</p> <p>Whole Class Teacher’s Guide, Unit 12: 82–83</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 27–28, 56–58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 33–34, 65–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 35–36, 67–68</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	SUPER Magazine Teacher's Guide, <i>Splish, Splash!; That's Wild!</i>: 28, 56
(8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.	Whole Class Teacher's Guide, Unit 7: 68–69, 77–78, 87–88, 91, 94–95 Whole Class Teacher's Guide, Unit 13: 58
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) describe similarities and differences in the plots and settings of several works by the same author; and	Book Club Teacher's Guide 2, Books 5–8: 64, 83 Book Club Teacher's Guide 3, Books 9–12: 2, 5 Book Club Teacher's Guide 4, Books 13–16: 49
(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	Whole Class Teacher's Guide, Warm-up Unit: 27, 33 Whole Class Teacher's Guide, Unit 1: 26 Whole Class Teacher's Guide, Unit 2: 8, 16, 25, 33, 53–54, 65, 81 Whole Class Teacher's Guide, Unit 3: 8, 15–16, 24, 68 Whole Class Teacher's Guide, Unit 4: 8, 61, 70, 78 Whole Class Teacher's Guide, Unit 5: 66, 75, 83, 91

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 6: 33, 42, 55, 87 Whole Class Teacher’s Guide, Unit 7: 18, 28–29, 78–79 Whole Class Teacher’s Guide, Unit 8: 25, 33, 69, 76, 85 Whole Class Teacher’s Guide, Unit 9: 18, 39, 71, 90 Whole Class Teacher’s Guide, Unit 10: 71–72, 81, 91, 100 Whole Class Teacher’s Guide, Unit 11: 8, 32, 55, 63, 71, 79 Whole Class Teacher’s Guide, Unit 12: 24, 40, 52 Whole Class Teacher’s Guide, Unit 13: 8, 54, 58, 61 Whole Class Teacher’s Guide, Unit 14: 24, 32, 84 Whole Class Teacher’s Guide, Unit 15: 22, 29, 47, 75 Whole Class Teacher’s Guide, Unit 16: 24, 40–41, 54, 61, 68</p> <p><i>Superkids Skill-Building Book:</i> 173–174</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 9, 12–13, 17, 28, 37, 39, 41, 47–49, 52, 54, 66, 71–72, 75–76 Book Club Teacher’s Guide 2, Books 5–8: 4, 6–7, 9, 11, 13, 14–15, 16, 24, 26, 31, 33–35, 37, 38, 49, 50, 51, 57–58, 61–62, 66, 69–70, 72–73, 76, 80–82 Book Club Teacher’s Guide 3, Books 9–12: 6, 9–12, 14–19, 21, 23, 25, 28, 30–31, 35, 37, 38, 41, 42, 44, 46, 52–53, 58–59, 62, 66, 74, 76–78, 80–81, 87</p>

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	Book Club Teacher’s Guide 4, Books 13–16: 3, 8–9, 11–13, 17, 20, 25, 29, 32–33, 37–38, 41, 44–45, 50–51, 56–57, 62, 64–65, 72, 81, 83–85, 88, 92
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.	<p>Whole Class Teacher’s Guide, Unit 6: 11</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 36</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 12, 4, 23, 25, 43, 60, 63</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2, 4, 8, 9, 22, 32, 45, 47, 54, 64, 74</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 2, 25, 27, 51, 54</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 2, 27, 49, 55, 73</p>
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize	<p>Whole Class Teacher’s Guide, Unit 1: 10, 34</p> <p>Whole Class Teacher’s Guide, Unit 2: 8, 65</p> <p>Whole Class Teacher’s Guide, Unit 3: 32, 84</p> <p>Whole Class Teacher’s Guide, Unit 4: 70, 87</p> <p>Whole Class Teacher’s Guide, Unit 5: 11–13, 21, 29–30, 59, 68</p>

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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that some words and phrases have literal and non-literal meanings (e.g., take steps).	<p>Whole Class Teacher’s Guide, Unit 6: 25 Whole Class Teacher’s Guide, Unit 8: 33, 69, 76 Whole Class Teacher’s Guide, Unit 9: 39, 48, 90 Whole Class Teacher’s Guide, Unit 10: 30, 91, 105 Whole Class Teacher’s Guide, Unit 11: 41 Whole Class Teacher’s Guide, Unit 13: 8 Whole Class Teacher’s Guide, Unit 14: 73 Whole Class Teacher’s Guide, Unit 16: 68, 74, 83, 89</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 10, 18, 33, 63, 65, 68, 69 Book Club Teacher’s Guide 2, Books 5–8: 6, 25, 42, 67, 81 Book Club Teacher’s Guide 3, Books 9–12: 3, 9, 11, 22, 31, 43, 44, 47, 49 Book Club Teacher’s Guide 4, Books 13–16: 19, 64, 69</p> <p><i>Superkids Skill-Building Book:</i> 131, 132</p>
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	<p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 6, 33 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 6, 39 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 6, 41</p>

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	SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 6, 33
(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.	SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 3–4, 30–31 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 3–4, 36–37 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 3–4, 38 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 3, 30
(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) identify the main idea in a text and distinguish it from the topic;	SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 9, 12, 41, 45, 54 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 8, 30, 60 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 7–9, 14–17, 26–27, 30, 42, 44, 59 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 7–9, 14, 22, 34, 36–38

**English Textbook and Instructional Materials Correlation to the
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	<i>Superkids Skill-Building Book: 178, 180</i>
(B) locate the facts that are clearly stated in a text;	<p>Whole Class Teacher’s Guide, Warm-up Unit: 18–19, 39–40, 57, 74, 81, 82–83</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 5, 7–14, 16–25, 28, 31–32, 35–39, 41–54, 57</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 5–21, 23–24, 26–30, 37–47, 49–62</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 5, 7–9, 11–15, 17–22, 24–31, 42–44, 46–51, 53–64</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 7–8, 10–14, 16–25, 34–36, 38–41, 43–48, 50–52</p> <p><i>Superkids Skill-Building Book: 161–169, 180</i></p>
(C) describe the order of events or ideas in a text; and	<p>Whole Class Teacher’s Guide, Warm-up Unit: 40, 57, 74</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 19–22, 25, 44</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 12, 14, 17, 45, 47, 55, 62</p>

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	SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 18, 31, 49, 59
(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	<p>Whole Class Teacher’s Guide, Unit 1: 9 Whole Class Teacher’s Guide, Unit 4: 56 Whole Class Teacher’s Guide, Unit 12: 27–28, 70</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 4, 7–8, 13, 17, 25, 31, 36–39, 43–45, 48–49, 51 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 4, 8, 11, 13, 16, 18, 20, 23, 27, 37, 41, 46–47, 49–50, 53–54, 56 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 4, 8, 12, 20, 25–26, 28, 39, 43–44, 47–48, 51, 53, 56–58, 61–62, 64 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 4, 11–12, 18–19, 25, 31, 36, 38–39, 41, 51</p> <p><i>Superkids Skill-Building Book</i>: 175–176</p>

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(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow written multi-step directions; and	<i>All Practice Pages for the Superkids program components contain written multi-step directions for their completion, including the Warm-up Workbook. Practice Pages are found at the end of each Teacher Guide (and are not part of the book's pagination).</i>
(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	<p>Whole Class Teacher's Guide, Unit 1: 9 Whole Class Teacher's Guide, Unit 4: 56 Whole Class Teacher's Guide, Unit 12: 27–28, 70</p> <p>SUPER Magazine Teacher's Guide, <i>What's New?; It's Tricky</i>: 4, 7–8, 13, 17, 25, 31, 36–39, 43–45, 48–49, 51 SUPER Magazine Teacher's Guide, <i>Lights Out!; Go, Go, Go!</i>: 4, 8, 11, 13, 16, 18, 20, 23, 27, 37, 41, 46–47, 49–50, 53–54, 56 SUPER Magazine Teacher's Guide, <i>Color Crazy; The Inside Story</i>: 4, 8, 12, 20, 25–26, 28, 39, 43–44, 47–48, 51, 53, 56–58, 61–62, 64 SUPER Magazine Teacher's Guide, <i>Splish, Splash!; That's Wild!</i>: 4, 11–12, 18–19, 25, 31, 36, 38–39, 41, 51</p>

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	<i>Superkids Skill-Building Book: 175–176</i>
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) recognize different purposes of media (e.g., informational, entertainment);	<p>Whole Class Teacher’s Guide, Unit 11: 17, 42, 87 Whole Class Teacher’s Guide, Unit 14: 85 Whole Class Teacher’s Guide, Unit 15: 10 Whole Class Teacher’s Guide, Unit 16: 11, 20, 27</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3–4</p>
(B) describe techniques used to create media messages (e.g., sound, graphics); and	<p>Whole Class Teacher’s Guide, Unit 5: 55, 56 Whole Class Teacher’s Guide, Unit 9: 9, 62 Whole Class Teacher’s Guide, Unit 10: 38, 47 Whole Class Teacher’s Guide, Unit 11: 147, 24, 42 Whole Class Teacher’s Guide, Unit 13: 67 Whole Class Teacher’s Guide, Unit 15: 31, 39, 49, 63 Whole Class Teacher’s Guide, Unit 16: 45–46, 57, 71, 78–79</p>

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(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).	
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 51–52, 59–60, 67–78</p> <p>Whole Class Teacher’s Guide, Unit 1: 12, 20–21, 28–29, 55–56, 63–64</p> <p>Whole Class Teacher’s Guide, Unit 2: 11–12, 20–21</p> <p>Whole Class Teacher’s Guide, Unit 3: 10–11, 18–19, 26–27, 55–56</p> <p>Whole Class Teacher’s Guide, Unit 4: 11–12, 19, 27–28, 56–57, 64–65</p> <p>Whole Class Teacher’s Guide, Unit 5: 11–13, 21–23, 29–30, 59–60, 68–70</p> <p>Whole Class Teacher’s Guide, Unit 6: 11–12, 20–21, 28–29, 36–37</p> <p>Whole Class Teacher’s Guide, Unit 7: 11–13, 21, 23, 50–52</p> <p>Whole Class Teacher’s Guide, Unit 8: 11–12, 20–21</p> <p>Whole Class Teacher’s Guide, Unit 9: 11–13, 22–25, 41–43, 51–53, 64–66</p>

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	<p>Whole Class Teacher’s Guide, Unit 10: 12–15, 24–26, 33–34, 65–67, 75–76</p> <p>Whole Class Teacher’s Guide, Unit 11: 10–12, 19–20, 26–28</p> <p>Whole Class Teacher’s Guide, Unit 12: 11, 19–20, 27–28, 35, 44–45, 55–56, 63, 70</p> <p>Whole Class Teacher’s Guide, Unit 13: 39–40</p> <p>Whole Class Teacher’s Guide, Unit 14: 11, 19–20</p> <p>Whole Class Teacher’s Guide, Unit 15: 10–11, 18, 49</p> <p>Whole Class Teacher’s Guide, Unit 16: 11–12, 20</p>
(B) develop drafts by sequencing ideas through writing sentences;	<p>Whole Class Teacher’s Guide, Unit 1: 29, 64</p> <p>Whole Class Teacher’s Guide, Unit 2: 28–29, 36–37, 46–47</p> <p>Whole Class Teacher’s Guide, Unit 3: 34–35, 43–44, 63–64, 70–71, 78–79</p> <p>Whole Class Teacher’s Guide, Unit 4: 35–36, 45–46, 73–74</p> <p>Whole Class Teacher’s Guide, Unit 5: 77–78</p> <p>Whole Class Teacher’s Guide, Unit 6: 46–47, 58–59, 66–67</p> <p>Whole Class Teacher’s Guide, Unit 7: 21–22, 24, 63–64</p> <p>Whole Class Teacher’s Guide, Unit 8: 28–29, 36–37, 46–47</p> <p>Whole Class Teacher’s Guide, Unit 9: 24, 65</p> <p>Whole Class Teacher’s Guide, Unit 10: 41–43, 84–86</p> <p>Whole Class Teacher’s Guide, Unit 11: 34–36, 45–47, 57–59</p> <p>Whole Class Teacher’s Guide, Unit 12: 77–78, 88</p> <p>Whole Class Teacher’s Guide, Unit 13: 10–11, 56–57</p>

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	<p>Whole Class Teacher’s Guide, Unit 14: 27–28, 35–36, 45–46</p> <p>Whole Class Teacher’s Guide, Unit 15: 24–25, 55–56, 62–63, 70</p> <p>Whole Class Teacher’s Guide, Unit 16: 27–28, 35–36, 57</p>
(C) revise drafts by adding or deleting words, phrases, or sentences;	<p>Whole Class Teacher’s Guide, Unit 2: 58–60</p> <p>Whole Class Teacher’s Guide, Unit 4: 81–82</p> <p>Whole Class Teacher’s Guide, Unit 7: 31–33, 71–73, 80</p> <p>Whole Class Teacher’s Guide, Unit 8: 57–58</p> <p>Whole Class Teacher’s Guide, Unit 9: 33–35, 73–75</p> <p>Whole Class Teacher’s Guide, Unit 10: 52–53, 94–95</p> <p>Whole Class Teacher’s Guide, Unit 11: 65–67</p> <p>Whole Class Teacher’s Guide, Unit 13: 18–19</p> <p>Whole Class Teacher’s Guide, Unit 14: 56–57</p>
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	<p>Whole Class Teacher’s Guide, Warm-up Unit: 76–77</p> <p>Whole Class Teacher’s Guide, Unit 1: 36–37, 71–72, 79</p> <p>Whole Class Teacher’s Guide, Unit 2: 68–69</p> <p>Whole Class Teacher’s Guide, Unit 3: 87–88</p> <p>Whole Class Teacher’s Guide, Unit 4: 91</p> <p>Whole Class Teacher’s Guide, Unit 5: 37–38, 85–86</p> <p>Whole Class Teacher’s Guide, Unit 6: 75</p> <p>Whole Class Teacher’s Guide, Unit 7: 80</p> <p>Whole Class Teacher’s Guide, Unit 8: 65</p> <p>Whole Class Teacher’s Guide, Unit 9: 83–84, 92</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 10: 95 Whole Class Teacher’s Guide, Unit 11: 67 Whole Class Teacher’s Guide, Unit 13: 25 Whole Class Teacher’s Guide, Unit 14: 57 Whole Class Teacher’s Guide, Unit 15: 78 Whole Class Teacher’s Guide, Unit 16: 64</p>
(E) publish and share writing with others.	<p>Whole Class Teacher’s Guide, Warm-up Unit: 86 Whole Class Teacher’s Guide, Unit 1: 45–46, 87–88 Whole Class Teacher’s Guide, Unit 2: 76–78, 84–85, 94–95 Whole Class Teacher’s Guide, Unit 3: 45, 79 Whole Class Teacher’s Guide, Unit 4: 91 Whole Class Teacher’s Guide, Unit 5: 46–47, 95–96 Whole Class Teacher’s Guide, Unit 6: 91 Whole Class Teacher’s Guide, Unit 7: 24, 40–41, 80–82, 90, 98 Whole Class Teacher’s Guide, Unit 8: 72, 89 Whole Class Teacher’s Guide, Unit 9: 84–85, 101–102 Whole Class Teacher’s Guide, Unit 10: 104 Whole Class Teacher’s Guide, Unit 11: 73–75, 81 Whole Class Teacher’s Guide, Unit 13: 31, 49, 63, 69, 77 Whole Class Teacher’s Guide, Unit 14: 64, 79, 88 Whole Class Teacher’s Guide, Unit 16: 71, 88</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write brief stories that include a beginning, middle, and end; and	<p>Whole Class Teacher’s Guide, Warm-up Unit: 51–52 Whole Class Teacher’s Guide, Unit 2: 12, 21, 28–29, 36–37, 46–47, 58–60, 76–77 Whole Class Teacher’s Guide, Unit 6: 20–21, 36–37, 46–47, 58–59, 66–67 Whole Class Teacher’s Guide, Unit 11: 26–28, 34–36, 45–47, 57–59 Whole Class Teacher’s Guide, Unit 15: 18, 24–25, 31, 39</p> <p><i>Superkids Skill-Building Book:</i> 242–246</p>
(B) write short poems that convey sensory details.	<p>Whole Class Teacher’s Guide, Unit 5: 11–13, 21–23, 29–30, 37–38, 59–60, 68–70, 77–78, 85–86 Whole Class Teacher’s Guide, Unit 9: 11–13, 22–25, 33–35, 41–43, 51–53, 64–66, 73–75, 83–85, 92, 101–102</p>

**English Textbook and Instructional Materials Correlation to the
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STANDARD	CORRELATION Page numbers are listed for each component.
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write brief compositions about topics of interest to the student;	<p>Whole Class Teacher’s Guide, Warm-up Unit: 59–60 Whole Class Teacher’s Guide, Unit 4: 19, 35–36, 45–46, 73–74 Whole Class Teacher’s Guide, Unit 7: 21–24, 31–33, 50–52, 63–64, 71–73, 80–82 Whole Class Teacher’s Guide, Unit 12: 35, 77–78, 88 Whole Class Teacher’s Guide, Unit 13: 10–11, 18–19, 39–40 Whole Class Teacher’s Guide, Unit 16: 20, 27–28, 35–36, 45–46, 71, 78–79</p> <p><i>Superkids Skill-Building Book:</i> 239–240, 242–246</p>
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	<p>Whole Class Teacher’s Guide, Unit 1: 12, 20–21, 28–29, 36–37, 55–56, 72, 79–80</p>
(C) write brief comments on literary or informational texts.	<p>Whole Class Teacher’s Guide, Unit 8: 11–12, 20–21, 28–29, 36–37, 46–47, 57–58 Whole Class Teacher’s Guide, Unit 11: 89–90 Whole Class Teacher’s Guide, Unit 13: 77</p>

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 15: 49, 55–56, 62–63, 70, 77–78</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 9</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 3, 8, 12, 17, 18, 24, 28, 32, 40, 44, 48, 52, 54, 56, 62, 66, 71, 74, 76</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 3, 7, 12, 15, 18, 24, 29, 34, 38, 42, 46, 50, 54, 57, 60, 65, 68, 72, 77, 81</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 4, 9, 14, 18, 22, 26, 31, 36, 42, 47, 53, 57, 60, 64, 66, 70, 75, 79, 83, 87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 4, 8, 13, 18, 23, 28, 33, 37, 41, 45, 50, 56, 60, 65, 70, 77, 81, 85, 89, 93</p>
<p>(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</p>	<p>Whole Class Teacher’s Guide, Warm-up Unit: 67–68</p> <p>Whole Class Teacher’s Guide, Unit 2: 93</p> <p>Whole Class Teacher’s Guide, Unit 3: 26–27, 34–35, 43–44, 63–64, 70–71, 78–79</p> <p>Whole Class Teacher’s Guide, Unit 8: 20–21, 28–29, 36–37, 46–47, 57–58, 72</p> <p>Whole Class Teacher’s Guide, Unit 14: 19–20, 27–28, 35–36, 45–46</p> <p>Whole Class Teacher’s Guide, Unit 15: 49, 55–56, 62–63, 70</p>

**English Textbook and Instructional Materials Correlation to the
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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
STANDARD	CORRELATION Page numbers are listed for each component.
	Whole Class Teacher’s Guide, Unit 16: 11–12 <i>Superkids Skill-Building Book:</i> 242–246
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future);	Whole Class Teacher’s Guide, Unit 1: 17 Whole Class Teacher’s Guide, Unit 3: 52, 74, 80 Whole Class Teacher’s Guide, Unit 4: 90 Whole Class Teacher’s Guide, Unit 6: 76 Whole Class Teacher’s Guide, Unit 7: 14, 42, 70, 74, 79 Whole Class Teacher’s Guide, Unit 11: 23, 29, 37, 70, 76 Whole Class Teacher’s Guide, Unit 16: 89 <i>Superkids Skill-Building Book:</i> 137–138, 208–209, 213–214 Book Club Teacher’s Guide 1, Books 1–4: 55

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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(ii) nouns (singular/plural, common/proper);	<p>Whole Class Teacher’s Guide, Unit 1: 24, 30 Whole Class Teacher’s Guide, Unit 2: 24, 30, 48 Whole Class Teacher’s Guide, Unit 10: 13–15 Whole Class Teacher’s Guide, Unit 11: 70, 76</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 59</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 42</p> <p><i>Superkids Skill-Building Book:</i> 206–209</p>
(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 42–43, 52, 59, 60, 67, 68 Whole Class Teacher’s Guide, Unit 2: 72, 75, 89, 96 Whole Class Teacher’s Guide, Unit 4: 68, 72, 75, 80, 90, 92 Whole Class Teacher’s Guide, Unit 5: 22–23, 29–30, 69, 70, 78 Whole Class Teacher’s Guide, Unit 9: 8, 13, 23, 24–25, 34 Whole Class Teacher’s Guide, Unit 10: 13–15, 24, 54, 60–61 Whole Class Teacher’s Guide, Unit 14: 23, 26, 29, 41, 46, 55, 63, 67, 70, 73, 85 Whole Class Teacher’s Guide, Unit 15: 21, 23</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 50 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 49</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 19 Book Club Teacher’s Guide 4, Books 13–16: 10</p> <p><i>Superkids Skill-Building Book</i>: 85–86, 215</p>
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	<p>Whole Class Teacher’s Guide, Unit 5: 30 Whole Class Teacher’s Guide, Unit 10: 13, 14, 24, 29, 32, 35, 54 Whole Class Teacher’s Guide, Unit 11: 55, 67 Whole Class Teacher’s Guide, Unit 14: 44</p> <p><i>Superkids Skill-Building Book</i>: 89, 216</p>
(v) prepositions and prepositional phrases;	<p>Whole Class Teacher’s Guide, Warm-up Unit: 35</p> <p><i>Superkids Skill-Building Book</i>: 127–128</p>

**English Textbook and Instructional Materials Correlation to the
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(vi) pronouns (e.g., he, him); and	<p>Whole Class Teacher’s Guide, Unit 1: 25–26, 30, 33, 38, 41 Whole Class Teacher’s Guide, Unit 4: 30, 74 Whole Class Teacher’s Guide, Unit 9: 78–79 Whole Class Teacher’s Guide, Unit 12: 66, 71, 79, 89</p> <p><i>Superkids Skill-Building Book:</i> 210–211</p>
(vii) time-order transition words;	<p>Whole Class Teacher’s Guide, Unit 2: 36–37, 59 Whole Class Teacher’s Guide, Unit 6: 58, 59 Whole Class Teacher’s Guide, Unit 7: 72, 73 Whole Class Teacher’s Guide, Unit 11: 41, 44 Whole Class Teacher’s Guide, Unit 15: 24–25</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 42, 49</p> <p><i>Superkids Skill-Building Book:</i> 143–144</p>
(B) use complete sentences with correct subject-verb agreement; and	<p>Whole Class Teacher’s Guide, Unit 1: 30, 80 Whole Class Teacher’s Guide, Unit 2: 30 Whole Class Teacher’s Guide, Unit 3: 11, 80 Whole Class Teacher’s Guide, Unit 4: 92 Whole Class Teacher’s Guide, Unit 5: 48 Whole Class Teacher’s Guide, Unit 8: 30 Whole Class Teacher’s Guide, Unit 9: 17, 86</p>

**English Textbook and Instructional Materials Correlation to the
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	<p>Whole Class Teacher’s Guide, Unit 11: 82 Whole Class Teacher’s Guide, Unit 15: 23, 64 Whole Class Teacher’s Guide, Unit 16: 29</p>
(C) distinguish among declarative and interrogative sentences.	<p>Whole Class Teacher’s Guide, Warm-up Unit: 20–21, 58, 66 Whole Class Teacher’s Guide, Unit 1: 59–60 Whole Class Teacher’s Guide, Unit 2: 96 Whole Class Teacher’s Guide, Unit 4: 19 Whole Class Teacher’s Guide, Unit 5: 83 Whole Class Teacher’s Guide, Unit 8: 83 Whole Class Teacher’s Guide, Unit 14: 68 Whole Class Teacher’s Guide, Unit 15: 35, 60</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!</i>; <i>Go, Go, Go!</i>: 5, 32</p>
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) write legibly leaving appropriate margins for readability;	<p>Whole Class Teacher’s Guide, Unit 1: 29, 37, 64, 71 Whole Class Teacher’s Guide, Unit 2: 76, 77, 84 Whole Class Teacher’s Guide, Unit 6: 75 Whole Class Teacher’s Guide, Unit 7: 40, 41, 80</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Whole Class Teacher’s Guide, Unit 8: 72 Whole Class Teacher’s Guide, Unit 9: 84 Whole Class Teacher’s Guide, Unit 10: 86, 104 Whole Class Teacher’s Guide, Unit 13: 31, 56 Whole Class Teacher’s Guide, Unit 16: 64</p> <p><i>All Editing Checklists for narrative, explanatory, and opinion writing projects include an item on legible and best handwriting.</i></p>
(B) use capitalization for:	
(i) proper nouns;	<p>Whole Class Teacher’s Guide, Unit 9: 51–53</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild:</i> 42</p> <p><i>Superkids Skill-Building Book:</i> 206–207</p>
(ii) months and days of the week; and	<p>Whole Class Teacher’s Guide, Unit 1: 12, 36, 79 Whole Class Teacher’s Guide, Unit 5: 26 Whole Class Teacher’s Guide, Unit 13: 8</p>
(iii) the salutation and closing of a letter; and	<p>Whole Class Teacher’s Guide, Unit 1: 12, 20–21, 28–29, 36–37, 55–56, 72, 79–80 Whole Class Teacher’s Guide, Unit 9: 30–31</p>

**English Textbook and Instructional Materials Correlation to the
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(C) recognize and use punctuation marks, including:	
(i) ending punctuation in sentences;	<p>Whole Class Teacher’s Guide, Warm-up Unit: 13, 20–21, 26, 28, 76, 77</p> <p>Whole Class Teacher’s Guide, Unit 1: 10, 65</p> <p>Whole Class Teacher’s Guide, Unit 2: 96</p> <p>Whole Class Teacher’s Guide, Unit 3: 14, 15, 44, 68, 83</p> <p>Whole Class Teacher’s Guide, Unit 4: 19</p> <p>Whole Class Teacher’s Guide, Unit 5: 78, 83</p> <p>Whole Class Teacher’s Guide, Unit 6: 24</p> <p>Whole Class Teacher’s Guide, Unit 7: 37, 46</p> <p>Whole Class Teacher’s Guide, Unit 8: 8, 33, 66, 72</p> <p>Whole Class Teacher’s Guide, Unit 10: 61–62, 64</p> <p>Whole Class Teacher’s Guide, Unit 12: 32, 60, 74</p> <p>Whole Class Teacher’s Guide, Unit 13: 25, 48</p> <p>Whole Class Teacher’s Guide, Unit 14: 57, 68</p> <p>Whole Class Teacher’s Guide, Unit 15: 35, 60</p> <p>Whole Class Teacher’s Guide, Unit 16: 16, 19, 61, 75</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5, 32</p> <p><i>Superkids Skill-Building Book:</i> 222–223, 226</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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(ii) apostrophes and contractions; and	Whole Class Teacher’s Guide, Unit 1: 67–68, 70, 73, 76, 83, 89 Whole Class Teacher’s Guide, Unit 3: 7 Whole Class Teacher’s Guide, Unit 9: 78–79, 86, 103 <i>Superkids Skill-Building Book:</i> 99–100
(iii) apostrophes and possessives.	Whole Class Teacher’s Guide, Unit 1: 24–25 <i>Superkids Skill-Building Book:</i> 209
(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters to construct unknown words;	Whole Class Teacher’s Guide, Warm-up Unit: 8–10, 14, 16–17, 22, 24–25, 29, 31–32, 38, 48–50, 55–56, 58, 61, 63–64, 66, 69, 71, 75, 80 Whole Class Teacher’s Guide, Unit 1: 6–7, 32–33, 38, 51–52, 57, 65, 75, 82, 89 Whole Class Teacher’s Guide, Unit 2: 6, 13, 32, 40, 53, 61, 63–64, 67, 69, 71, 78, 86, 88 Whole Class Teacher’s Guide, Unit 3: 6, 22–23, 28 Whole Class Teacher’s Guide, Unit 4: 51, 58, 60, 66, 68 Whole Class Teacher’s Guide, Unit 5: 6–7, 8, 14, 16, 24, 26, 33–35, 39, 41, 48, 53–54, 55, 61, 63–64, 65, 71, 73

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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	<p>Whole Class Teacher’s Guide, Unit 6: 6–7, 13, 15, 22, 24, 30, 32, 38, 40, 48, 53, 83</p> <p>Whole Class Teacher’s Guide, Unit 7: 58–60, 65, 67–68, 74, 76–77, 8386–87, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 5, 22, 24, 47, 68, 73, 81</p> <p>Whole Class Teacher’s Guide, Unit 8: 5, 6–7, 13, 22</p> <p>Whole Class Teacher’s Guide, Unit 9: 6–7, 14, 16–17, 26, 38, 44, 59</p> <p>Whole Class Teacher’s Guide, Unit 10: 6–8, 16, 18–19, 27, 37, 44, 59–61, 68, 70–71, 77, 105</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 31, 53–54, 60, 62, 70, 78, 84</p> <p>Whole Class Teacher’s Guide, Unit 12: 6–7, 12, 14, 21, 36</p> <p>Whole Class Teacher’s Guide, Unit 13: 6–7, 12, 14, 20, 22, 26, 28, 32, 34, 40, 45, 46, 51, 53, 58, 60, 64, 70, 72</p> <p>Whole Class Teacher’s Guide, Unit 14: 12, 51–52, 58, 60, 65, 73, 75, 80, 82, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 6–7, 12, 14, 19, 21, 26, 28, 32, 34, 40, 45, 50, 52, 57, 59, 64, 66, 71, 73, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 6, 13, 15, 21, 23, 29, 31, 37, 39, 47</p> <p>Superkids Skill-Building Book: 22–23, 55–58, 68, 70–72, 94–95, 101</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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(B) spell words with common orthographic patterns and rules:	
(i) complex consonants (e.g., hard and soft c and g, ck);	<p>Whole Class Teacher’s Guide, Unit 1: 15–16, 22, 32–33, 38, 51</p> <p>Whole Class Teacher’s Guide, Unit 3: 6–7, 12, 22, 28</p> <p>Whole Class Teacher’s Guide, Unit 6: 53–54, 60, 62, 68, 70, 78, 83, 85, 92</p> <p>Whole Class Teacher’s Guide, Unit 7: 6–8, 14, 16–17, 25, 27, 36–37, 42, 44, 58–60, 65, 67–68, 74, 86–87, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 12: 6–7, 12, 14, 21, 36</p> <p>Whole Class Teacher’s Guide, Unit 13:</p> <p><i>Superkids Skill-Building Book:</i> 22–23, 55–58, 68, 70–72, 73, 94–95, 101</p>
(ii) r-controlled vowels;	<p>Whole Class Teacher’s Guide, Unit 4: 6–7, 12, 14, 20, 22–23, 29, 31, 37, 46, 51, 58, 60, 66, 68</p> <p>Whole Class Teacher’s Guide, Unit 5: 6</p> <p>Whole Class Teacher’s Guide, Unit 16: 52–53, 58, 60, 67, 72, 82, 89</p> <p><i>Superkids Skill-Building Book:</i> 68–69</p>

**English Textbook and Instructional Materials Correlation to the
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(iii) long vowels (e.g., VCe-hope); and	<p>Whole Class Teacher’s Guide, Warm-up Unit: 17, 22, 24, 25, 49, 56, 63, 64, 72, 73, 78</p> <p>Whole Class Teacher’s Guide, Unit 2: 6, 63, 64, 69, 71, 80, 86</p> <p>Whole Class Teacher’s Guide, Unit 3: 20</p> <p>Whole Class Teacher’s Guide, Unit 4: 29, 83</p> <p>Whole Class Teacher’s Guide, Unit 5: 674, 87, 96</p> <p>Whole Class Teacher’s Guide, Unit 6: 53–54, 60, 62, 68, 70, 83, 85</p> <p>Whole Class Teacher’s Guide, Unit 8: 6–7, 13, 15, 22, 30, 38, 47</p> <p>Whole Class Teacher’s Guide, Unit 10: 6–8, 16, 18–19, 27, 37, 44, 59–61, 68, 70–71, 77, 105</p> <p>Whole Class Teacher’s Guide, Unit 11: 53–54, 60, 62, 68, 91</p> <p>Whole Class Teacher’s Guide, Unit 13: 6–7, 14, 20, 22, 26, 28, 32, 34, 40, 45, 46, 51, 53, 58, 60, 64, 70, 78</p> <p>Whole Class Teacher’s Guide, Unit 14: 6–7, 12, 14, 21, 23, 31, 37, 39, 51–52, 58, 60, 65, 73, 75, 80, 82, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 6, 45, 50, 52, 57, 59, 71, 73, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 6, 13, 15, 21, 23, 29, 31, 37, 39, 47</p> <p>Superkids Skill-Building Book: 22–23, 55–58, 66, 68, 70–72, 94–95, 101</p>

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 31–32, 55–56, 63, 64, 80</p> <p>Whole Class Teacher’s Guide, Unit 2: 53, 61, 63, 86, 88</p> <p>Whole Class Teacher’s Guide, Unit 3: 6, 28</p> <p>Whole Class Teacher’s Guide, Unit 4: 51, 58, 60, 66, 68</p> <p>Whole Class Teacher’s Guide, Unit 5: 6–7, 8, 14, 16, 24, 26, 33–35, 39, 41, 48, 53–54, 55, 61, 63–64, 65, 71, 73</p> <p>Whole Class Teacher’s Guide, Unit 6: 6–7, 13, 15, 22, 24, 30, 32, 38, 40, 48, 53, 83</p> <p>Whole Class Teacher’s Guide, Unit 7: 58–60, 65, 67–68, 74, 86–87, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 5, 68, 73, 81</p> <p>Whole Class Teacher’s Guide, Unit 10: 6–8, 16, 18–19, 27, 37, 44, 59–61, 68, 70–71, 77, 105</p> <p>Whole Class Teacher’s Guide, Unit 13: 6–7, 12, 14, 20, 22, 26, 28, 32, 34, 40, 45, 46, 51, 53, 58, 60, 64, 70, 78</p> <p>Whole Class Teacher’s Guide, Unit 14: 51–52, 58, 60, 65, 73, 75, 80, 82, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 6–7, 12, 14, 19, 21, 26, 28, 32, 34, 40, 45, 50, 52, 57, 59, 64, 66, 71, 73, 79</p>

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	<p>Whole Class Teacher’s Guide, Unit 16: 6, 13, 15, 21, 23, 29, 31, 37, 39, 47</p> <p><i>Superkids Skill-Building Book:</i> 67, 70–71</p>
(C) spell high-frequency words from a commonly used list;	<p>Whole Class Teacher’s Guide, Unit 1: 15–16, 68, 73, 83, 89</p> <p>Whole Class Teacher’s Guide, Unit 2: 71, 78</p> <p>Whole Class Teacher’s Guide, Unit 3: 6–7, 30</p> <p>Whole Class Teacher’s Guide, Unit 4: 51, 58, 60, 66, 68, 77, 85</p> <p>Whole Class Teacher’s Guide, Unit 5: 6–7, 14, 16, 26, 33, 39, 48, 53–55, 61, 63–65, 71, 73–74, 81, 89, 96</p> <p>Whole Class Teacher’s Guide, Unit 6: 6–7, 10, 13, 15, 22, 24, 32, 40, 48, 53–54, 60, 62, 68, 70, 78, 83, 85, 92</p> <p>Whole Class Teacher’s Guide, Unit 7: 6–7, 14, 16–17, 25, 27, 36–37, 42, 44, 58–59, 65, 67–68, 76–77, 83, 85, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 6–7, 13, 15, 22, 24, 30, 32, 38, 40, 52–53, 59, 61, 68, 73, 75, 81, 83</p> <p>Whole Class Teacher’s Guide, Unit 9: 6, 59–61, 67, 69–70, 76, 78, 88, 95</p> <p>Whole Class Teacher’s Guide, Unit 10: 6, 16, 18–19, 27, 29, 37, 46, 59–60, 68, 70–71, 77, 79, 89, 98</p> <p>Whole Class Teacher’s Guide, Unit 11: 6</p> <p>Whole Class Teacher’s Guide, Unit 14: 6–7, 21, 37, 39, 51, 60</p>

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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	<p>Whole Class Teacher’s Guide, Unit 15: 6, 9, 12, 14, 19, 21, 28, 34, 40, 45, 50, 52, 59, 66, 73</p> <p>Whole Class Teacher’s Guide, Unit 16: 6, 10, 13, 15, 21, 23, 31, 37, 39, 47, 52, 56, 60, 65, 67, 72, 74, 80, 82</p> <p><i>Superkids Skill-Building Book:</i> 68, 70–73</p>
(D) spell base words with inflectional endings (e.g., -ing and -ed);	<p>Whole Class Teacher’s Guide, Warm-up Unit: 72, 73, 78</p> <p>Whole Class Teacher’s Guide, Unit 3: 14–15, 20, 22, 28, 31, 36, 45, 50–51, 52, 57, 59–60, 65, 67, 72, 75, 80, 88</p> <p>Whole Class Teacher’s Guide, Unit 4: 6, 22, 29, 46, 68, 69, 75, 83, 85, 92</p> <p>Whole Class Teacher’s Guide, Unit 5: 31</p> <p>Whole Class Teacher’s Guide, Unit 6: 48</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 23, 31</p> <p><i>Superkids Skill-Building Book:</i> 22–23, 55–58, 68, 70–72, 82–83, 94–95, 101</p>
(E) spell simple contractions (e.g., isn't, aren't, can't); and	<p>Whole Class Teacher’s Guide, Unit 1: 67–68, 70, 73, 76, 83, 89</p> <p>Whole Class Teacher’s Guide, Unit 3: 7</p> <p>Whole Class Teacher’s Guide, Unit 9: 78–79, 86, 103</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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	<i>Superkids Skill-Building Book: 99–100</i>
(F) use resources to find correct spellings.	Whole Class Teacher’s Guide, Unit 1: 71–72, 79 Whole Class Teacher’s Guide, Unit 2: 68 Whole Class Teacher’s Guide, Unit 3: 87 Whole Class Teacher’s Guide, Unit 4: 91 Whole Class Teacher’s Guide, Unit 5: 38, 86 Whole Class Teacher’s Guide, Unit 6: 71 Whole Class Teacher’s Guide, Unit 7: 85–86, 91, 99 Whole Class Teacher’s Guide, Unit 9: 43 <i>Superkids Skill-Building Book: 152–153</i>
(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	Whole Class Teacher’s Guide, Unit 4: 11, 19, 27–28, 56–57 Whole Class Teacher’s Guide, Unit 12: 11, 35
(B) decide what sources of information might be relevant to answer these questions.	Whole Class Teacher’s Guide, Unit 3: 10 Whole Class Teacher’s Guide, Unit 4: 11, 19, 56–57 Whole Class Teacher’s Guide, Unit 12: 35

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	Whole Class Teacher’s Guide, Unit 4: 11–12, 27–28, 64–65 Whole Class Teacher’s Guide, Unit 12: 44, 55–56, 63, 70
(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	Whole Class Teacher’s Guide, Unit 1: 9 Whole Class Teacher’s Guide, Unit 4: 56 Whole Class Teacher’s Guide, Unit 12: 27–28, 70 SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 4, 7–8, 13, 17, 25, 31, 36–39, 43–45, 48–49, 51 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 4, 8, 11, 13, 16, 18, 20, 23, 27, 37, 41, 46–47, 49–50, 53–54, 56 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 4, 8, 12, 20, 25–26, 28, 39, 43–44, 47–48, 51, 53, 56–58, 61–62, 64 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 4, 11–12, 18–19, 25, 31, 36, 38–39, 41, 51 <i>Superkids Skill-Building Book:</i> 175–176

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	Whole Class Teacher’s Guide, Unit 4: 11–12, 27–28, 35–36, 64–65 Whole Class Teacher’s Guide, Unit 12: 44, 55–56, 63, 70 Whole Class Teacher’s Guide, Unit 13: 39–40, 49–50, 56–57
(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.	Whole Class Teacher’s Guide, Unit 4: 45–46, 73–74 Whole Class Teacher’s Guide, Unit 12: 70, 77–78 Whole Class Teacher’s Guide, Unit 13: 10–11, 18–19
(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	Whole Class Teacher’s Guide, Unit 4: 81–82, 91 Whole Class Teacher’s Guide, Unit 12: 77–78 Whole Class Teacher’s Guide, Unit 13: 39–40, 49–50, 56–57, 63–64, 69
(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers and ask relevant questions to clarify information; and	Whole Class Teacher’s Guide, Warm-up Unit: 86 Whole Class Teacher’s Guide, Unit 2: 95 Whole Class Teacher’s Guide, Unit 6: 91 Whole Class Teacher’s Guide, Unit 8: 89 Whole Class Teacher’s Guide, Unit 9: 101–102

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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	<p>Whole Class Teacher’s Guide, Unit 13: 63, 69 Whole Class Teacher’s Guide, Unit 14: 79, 88</p>
(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	<p>Whole Class Teacher’s Guide, Warm-up Unit: 9–10, 13, 14, 16, 17, 21, 24, 28, 32, 35, 36, 42, 43, 49–50, 52, 53, 55, 61, 64, 69, 77, 78, 87 Whole Class Teacher’s Guide, Unit 1: 12, 13, 21, 22, 29, 30, 37, 38, 45, 46, 56, 57, 64, 65, 72, 73, 79, 80, 87, 89 Whole Class Teacher’s Guide, Unit 2: 12, 13, 21, 22, 28, 30, 37, 38, 47, 48, 59, 61, 68, 77, 78, 85, 86, 95, 96 Whole Class Teacher’s Guide, Unit 3: 11, 12, 19, 20, 27, 28, 35, 36, 44, 45, 56, 57, 64, 65, 71, 72, 80, 87, 88 Whole Class Teacher’s Guide, Unit 4: 11, 12, 19, 20, 28, 29, 36, 37, 45, 46, 57, 58, 66, 73, 75, 81, 83, 91, 92 Whole Class Teacher’s Guide, Unit 5: 12, 14, 23, 24, 30, 31, 38, 39, 47, 48, 60, 61, 70, 71, 78, 79, 86, 87, 94, 96 Whole Class Teacher’s Guide, Unit 6: 12, 13, 21, 22, 30, 37, 38, 47, 48, 59, 60, 67, 68, 75, 76, 82, 83, 91, 92 Whole Class Teacher’s Guide, Unit 7: 12, 14, 23, 25, 33, 34, 41, 42, 51, 53, 64, 65, 72, 74, 81, 83, 91, 99 Whole Class Teacher’s Guide, Unit 8: 12, 13, 21, 22, 29, 30, 37, 38, 46, 47, 58, 59, 65, 66, 72, 73, 80, 81, 89, 90, Whole Class Teacher’s Guide, Unit 9: 12, 14, 24, 26, 35, 36, 42, 44, 53, 54, 65, 67, 74, 76, 84, 86, 92, 93, 101, 103</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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	<p>Whole Class Teacher’s Guide, Unit 10: 14, 16, 25, 27, 34, 35, 43, 44, 53, 54, 66, 68, 76, 77, 86, 87, 95, 96, 104, 105</p> <p>Whole Class Teacher’s Guide, Unit 11: 12, 13, 20, 21, 28, 29, 36, 37, 47, 48, 59, 60, 67, 68, 75, 76, 81, 82, 89, 91</p> <p>Whole Class Teacher’s Guide, Unit 12: 11, 12, 20, 21, 28, 29, 35, 36, 44, 45, 56, 57, 63, 64, 70, 71, 78, 79, 88, 89</p> <p>Whole Class Teacher’s Guide, Unit 13: 10, 12, 19, 20, 25, 26, 30, 39, 40, 49, 51, 57, 58, 64, 70, 77, 78</p> <p>Whole Class Teacher’s Guide, Unit 14: 11, 12, 20, 21, 28, 29, 36, 37, 45, 46, 57, 58, 64, 65, 71, 73, 79, 80, 88, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 11, 12, 18, 19, 24, 26, 31, 32, 39, 40, 49, 50, 56, 57, 63, 64, 70, 71, 78, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 12, 13, 20, 21, 28, 29, 36, 37, 46, 47, 57, 58, 64, 65, 71, 72, 79, 80, 88, 89</p>
<p>(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<p>Whole Class Teacher’s Guide, Warm-up Unit: 42</p> <p>Whole Class Teacher’s Guide, Unit 1: 30, 43, 80</p> <p>Whole Class Teacher’s Guide, Unit 2: 11, 17, 30</p> <p>Whole Class Teacher’s Guide, Unit 3: 11, 80</p> <p>Whole Class Teacher’s Guide, Unit 4: 16, 42, 87, 92</p> <p>Whole Class Teacher’s Guide, Unit 5: 48</p> <p>Whole Class Teacher’s Guide, Unit 6: 17, 43</p> <p>Whole Class Teacher’s Guide, Unit 8: 30</p> <p>Whole Class Teacher’s Guide, Unit 9: 10, 17, 86</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Second Grade

Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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	<p>Whole Class Teacher’s Guide, Unit 11: 19–20, 82 Whole Class Teacher’s Guide, Unit 12: 11 Whole Class Teacher’s Guide, Unit 13: 78 Whole Class Teacher’s Guide, Unit 15: 10–11, 23, 64 Whole Class Teacher’s Guide, Unit 16: 29</p>
<p>(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p>	<p>Whole Class Teacher’s Guide, Warm-up Unit: 7–8, 11–12, 18–20, 25–27, 33, 39–41, 57, 64–65, 71–74, 82–83, 85 Whole Class Teacher’s Guide, Unit 1: 10, 12, 17–18, 26, 34, 42–43, 53, 55, 61, 69, 71, 77, 84–85 Whole Class Teacher’s Guide, Unit 2: 8–9, 11, 16–18, 25–26, 33–34, 41–44, 55–56, 64–66, 72–74, 81–82, 89–92 Whole Class Teacher’s Guide, Unit 3: 8, 10–11, 15–16, 24, 26, 32, 39–41, 53, 55–56, 61, 68, 76, 84–85 Whole Class Teacher’s Guide, Unit 4: 8–9, 15–17, 19, 24–25, 32–33, 40–43, 53–54, 61–62, 69–71, 78–79, 86–88 Whole Class Teacher’s Guide, Unit 5: 9–13, 18–19, 27, 34–35, 42–46, 56–57, 65–66, 74–75, 83, 90–93 Whole Class Teacher’s Guide, Unit 6: 8–9, 11–12, 16–18, 25–26, 28–29, 33–34, 41–44, 55–56, 63–64, 71–73, 79–80, 87–89, 92 Whole Class Teacher’s Guide, Unit 7: 9–13, 17–19, 28–29, 37–38, 45–48, 60–61, 68–69, 77–78, 80–81, 87–88, 91, 94–96 Whole Class Teacher’s Guide, Unit 8: 8–9, 11–12, 16–18, 25–26, 33–34, 41–44, 54–55, 62–63, 69–70, 76–77, 84–87, 90</p>

**English Textbook and Instructional Materials Correlation to the
Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading**

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Grade 2 Texas Essential Knowledge and Skills for English Language Arts and Reading	
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	<p>Whole Class Teacher’s Guide, Unit 9: 9, 11–12, 17–20, 29–31, 40, 47–49, 62, 70–71, 79–81, 89–90, 96–99</p> <p>Whole Class Teacher’s Guide, Unit 10: 9–10, 19–22, 30–31, 38–39, 47–50, 61–63, 65, 71–73, 80–82, 90–92, 99–102</p> <p>Whole Class Teacher’s Guide, Unit 11: 8, 10–12, 16–17, 19–20, 24, 32, 40–43, 55–56, 63, 71, 79, 85–87</p> <p>Whole Class Teacher’s Guide, Unit 12: 8–9, 15–17, 19, 24–25, 32–33, 39–42, 52–53, 60–61, 67–68, 74–75, 82–86</p> <p>Whole Class Teacher’s Guide, Unit 13: 8, 15–16, 23, 29, 35–37, 47, 54, 61, 63, 67, 73–75</p> <p>Whole Class Teacher’s Guide, Unit 14: 8–9, 11, 15–17, 24–25, 32–33, 40–43, 53–54, 61–62, 68–69, 71, 76–77, 83–86</p> <p>Whole Class Teacher’s Guide, Unit 15: 8, 10–11, 15–16, 22, 29, 35–37, 47, 49, 53, 60, 67–68, 74–76</p> <p>Whole Class Teacher’s Guide, Unit 16: 8–9, 11, 16–18, 24–25, 32–33, 40–43, 54–55, 61–62, 68–69, 75–76, 83–86, 89</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3–28, 30–58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 3–34, 36–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 3–36, 38–67</p>

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	<p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 3–28, 30–56</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 2–21, 23–41, 43–58, 59–78</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–20, 22–43, 45–62, 64–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 2–23, 24–49, 68, 70–89</p>